

NO CHILD LEFT BEHIND ACT  
**Adequate Yearly Progress Report**

**School or District Information** *(please provide a separate report for each school on the enclosed list)*

Name of District        
dcode

Name of School        
bcode

Address of School

School Contact/Principal

E-Mail Address  Phone

District Contact

E-Mail Address  Phone

**Does this school receive Title I funding?**

- ☐ **NO** If NO, stop here and submit only this form to MDE at the address below.  
☐ **YES** If YES, continue completing this form.

**Title I Status:** ☐ Targeted Assisted **or** ☐ Schoolwide

**Check the AYP Phase that applies to this school:**

- ☐ Phase One: Identified for Improvement  
☐ Phase Two: Continuing Improvement  
☐ Phase Three: Corrective Action  
☐ Phase Four: Planning for Restructuring  
☐ Phase Five: Implementation of Restructuring Plan

**The Michigan Department of Education (MDE) is requiring that each Title I school submit evidence that it has complied with the requirements listed for its identified AYP phase. Those requirements are outlined in the attached information. Submit the appropriate checklist and the requested evidence to:**

Margaret Madigan  
Office of School Improvement  
Michigan Department of Education  
P.O. Box 30008, Lansing, MI 48909

**E-Mail:** osiltresp@mi.gov

**Fax:** 517-335-2886



NO CHILD LEFT BEHIND ACT  
Adequate Yearly Progress  
Technical Assistance/Reporting Packet

*Reporting Checklists*



## Phase One Reporting

**To be completed and submitted to MDE no later than October 29, 2004.**

District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

The following requirements apply to:

- Schools newly entering Phase One based on 2003-04 AYP results
- Schools that implemented Phase One requirements in 2003-04, made AYP in 2003-04, and must continue to implement the Phase One requirements in 2004-05

## Phase One Checklist

- ☐ District met set aside requirement for transportation costs related to the transfer option
- ☐ Date of notice to public regarding AYP phase status: \_\_\_\_\_
- ☐ Letter sent to all parents regarding identification and transfer option  
(attach copy of letter)
- ☐ District ensured that technical assistance was provided to the school as it developed its two-year improvement plan
- ☐ Date (or projected date) that the two-year plan was/will be peer reviewed: \_\_\_\_\_
- ☐ Date (or projected date) that district approved/will approve the two-year plan: \_\_\_\_\_
- ☐ Date (or projected date) that approved plan was/will be implemented: \_\_\_\_\_

## Phase Two Reporting

**To be completed and submitted to MDE no later than October 29, 2004.**

District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

The following requirements apply to:

- Schools newly entering Phase Two based on 2003-04 AYP results
- Schools that implemented Phase Two requirements in 2003-04, made AYP in 2003-04, and must continue to implement the Phase Two requirements in 2004-05

## Phase Two Checklist

- ☐ District met set aside requirement for transportation costs related to the transfer option and for supplemental educational services
- ☐ Date of notice to public regarding AYP phase status: \_\_\_\_\_
- ☐ Letter sent to all parents regarding identification, transfer option and supplemental educational services (*attach copy of letter*)
- ☐ Letter sent to parents of low income students regarding supplemental educational services (*attach copy of letter*)
- ☐ District ensured that technical assistance was provided to the school as it implemented its two-year improvement plan
- ☐ Date that approved plan was implemented: \_\_\_\_\_

## Phase Three Reporting

**To be completed and submitted to MDE no later than October 29, 2004.**

District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

The following requirements apply to:

- Schools newly entering Phase Three based on 2003-04 AYP results
- Schools that implemented Phase Three requirements in 2003-04, made AYP in 2003-04, and must continue to implement the Phase Three requirements in 2004-05

### Phase Three Checklist

- ☐ District met set aside requirement for transportation costs related to the transfer option and for supplemental educational services
- ☐ Date of notice to public regarding AYP phase status: \_\_\_\_\_
- ☐ Letter sent to all parents regarding identification, transfer option and supplemental educational services (*attach copy of letter*)
- ☐ Letter sent to parents of low income students regarding supplemental educational services (*attach copy of letter*)

**Indicate which of the following corrective actions is/are being implemented—for clarification of corrective action options, please review the guidelines included in the Phase Three Technical Assistance Packet (attach rationale for each option selected):**

- ☐ Replace the school staff relevant to the failure to make adequate yearly progress (*list which positions will be replaced*)
- ☐ Institute and fully implement a new curriculum\*, including providing appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make adequate yearly progress (*rationale must include a description of why this approach constitutes corrective action and how the professional development plan will assist that change*)
- ☐ Significantly decrease management authority at the school level (*describe the change in management authority*)
- ☐ Appoint an outside expert to advise the school on its progress (*attach assistance plan*)
- ☐ Extend the school year or school day for the school (*describe changes to be made*)
- ☐ Restructure the internal organization structure of the school (*attach the new internal organization plan*)

\*“New curriculum”, as defined by MDE, is: curriculum focused on significant changes in the structure or instructional design and delivery as well as an emphasis on curricular decision-making, such as mapping and/or using a schoolwide curriculum assessment data system to drive instruction. A new curriculum is not merely a change in textbooks or basal series.

## Phase Four Reporting

**To be completed and submitted to MDE no later than October 29, 2004.**

District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

The following requirements apply to:

- Schools newly entering Phase Four based on 2003-04 AYP results
- Schools that implemented Phase Four requirements in 2003-04, made AYP in 2003-04, and must continue to implement the Phase Four requirements in 2004-05

### Phase Four Checklist

- ☐ District met set aside requirement for transportation costs related to the transfer option and for supplemental educational services
- ☐ Date of notice to public regarding AYP phase status: \_\_\_\_\_
- ☐ Letter sent to all parents regarding identification, transfer option and supplemental educational services (*attach copy of letter*)
- ☐ Letter sent to parents of low income students regarding supplemental educational services (*attach copy of letter*)
- ☐ Timeline established for developing the restructuring plan
- ☐ Opportunity provided for teachers and parents to comment before taking any action (*attach copy of agenda and minutes*)

**Schools continuing in Phase 4 (made AYP 2003-2004)—indicate which of the following restructuring actions is/are being planned (attach rationale for each action selected):**

- ☐ Close the school and re-open it as a charter school
- ☐ Replace all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress
- ☐ Turn the school's operation over to private management company with a demonstrated record of effectiveness
- ☐ Appoint/employ an independent "turn-around specialist"
- ☐ Appoint a Governing Board to oversee the school
- ☐ Close the school and re-open it as a completely restructured school of choice within district governance
- ☐ Use an external research-based reform model that addresses the issues of alternative governance
- ☐ Appoint a new principal
- ☐ Suspend the office of the principal
- ☐ Other major restructuring of the school's governance arrangement (for clarification of restructuring options, please review the guidelines included in the Phase Four Technical Assistance Packet)

## Phase Five Reporting

**To be completed and submitted to MDE no later than October 29, 2004.**

District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

The following requirements apply to:

- Schools newly entering Phase Five based on 2003-04 AYP results

### Phase Five Checklist

- ☐ District met set aside requirement for transportation costs related to the transfer option and for supplemental educational services
- ☐ Date of notice to public regarding AYP phase status: \_\_\_\_\_
- ☐ Letter sent to all parents regarding identification, transfer option and supplemental educational services (*attach copy of letter*)
- ☐ Letter sent to parents of low income students regarding supplemental educational services (*attach copy of letter*)

**Indicate which of the following restructuring actions is/are being implemented (attach rationale for each action selected):**

- ☐ Close the school and re-open it as a charter school
- ☐ Replace all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress
- ☐ Turn the school's operation over to private management company with a demonstrated record of effectiveness
- ☐ Appoint/employ an independent "turn-around specialist"
- ☐ Appoint a Governing Board to oversee the school
- ☐ Close the school and re-open it as a completely restructured school of choice within district governance
- ☐ Use an external research-based reform model that addresses the issues of alternative governance
- ☐ Appoint a new principal
- ☐ Suspend the office of the principal
- ☐ Other major restructuring of the school's governance arrangement (for clarification of other restructuring options, please review the guidelines included in the Phase Five Technical Assistance Packet)



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Technical Assistance/Reporting Packet

PHASE ONE  
*Identified for Improvement*



## Phase One Reporting

**To be completed and submitted to MDE no later than October 29, 2004.**

District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

The following requirements apply to:

- Schools newly entering Phase One based on 2003-04 AYP results
- Schools that implemented Phase One requirements in 2003-04, made AYP in 2003-04, and must continue to implement the Phase One requirements in 2004-05

## Phase One Checklist

- ☐ District met set aside requirement for transportation costs related to the transfer option
- ☐ Date of notice to public regarding AYP phase status: \_\_\_\_\_
- ☐ Letter sent to all parents regarding identification and transfer option  
(attach copy of letter)
- ☐ District ensured that technical assistance was provided to the school as it developed its two-year improvement plan
- ☐ Date (or projected date) that the two-year plan was/will be peer reviewed: \_\_\_\_\_
- ☐ Date (or projected date) that district approved/will approve the two-year plan: \_\_\_\_\_
- ☐ Date (or projected date) that approved plan was/will be implemented: \_\_\_\_\_

## **Phase One Mandatory Steps**

### **Set Aside Funds for Transportation**

- Set aside an amount equal to 20% of the district's Title I allocation for transportation costs associated with the transfer option.
- Set aside may come from the Title I allocation or other funds.
- Upon meeting all demands for transportation, the district may reallocate any remaining set aside funds.

### **Notify Public**

- Provide notification to the public that the school is identified for improvement.
- Describe what the school is doing to address the problem of low achievement.
- Describe what the district or State is doing to help the school address the achievement problem.

### **Send Letter to Parents**

- Mail or email the letter directly to the parent(s) of each student by the beginning of the 2004-2005 school year.
- Provide the letter in an understandable and uniform format.
- Write the letter, to the extent practicable, in a language or languages that the parent(s) of each student enrolled in the school can understand.
- Letter must contain:
  - What the identification for improvement means.
  - Comparison of the school, in terms of academic achievement, to other schools in the district and the State.
  - The reasons for the identification.
  - A description of what the school is doing to address the problem of low achievement.
  - A description of what the district or State is doing to help the school address the achievement problem.
  - Information about how the parents can become involved in addressing the academic issues that caused the school to be identified for improvement.
  - Specific details regarding the parents' right to transfer their student to another public school, including:
    - A list of available school(s) not identified for improvement.
    - Notice that transportation will be provided subject to certain cost limitations.
    - The academic achievement record of the school(s) to which the student may transfer.
    - Other information to help parents decide which school(s) would be best for their student(s).

### **Implement Transfer Option**

- All students enrolled in the school are provided the option to transfer to another school not identified in Phases One-Five.
- If possible, parent(s) should be provided a choice of more than one school to transfer their student(s).
- If all schools served by the district to which a student may transfer are identified in Phases One-Five, the district or Public School Academy (PSA) shall attempt to establish a cooperative transfer agreement with other districts or PSAs in the area. Documentation (e.g., letters and/or meeting minutes) must be maintained to verify such efforts.
- Provide transportation, up to limit of resources as determined by NCLB requirements.
- Give priority for transportation to lowest-achieving students from low-income families.
- Students may remain in that school of choice until the student has completed the highest grade in the school.
- The district must continue to provide transportation for students electing to transfer schools until the student's original school has returned to Phase Zero.

## **Phase One Mandatory Steps** *(continued)*

**District ensures that the following technical assistance is provided (by district, ISD or other entity with experience in helping schools improve academic achievement) as the school develops and implements its two-year improvement plan:**

- Analyzing assessment data to identify and address problems in:
  - Instruction
  - Parent Involvement
  - Professional Development
- Identifying and implementing professional development, strategies, and methods of instruction that are researched-based and address the reasons a school is identified for improvement.
- Assisting with analysis and revision of the school budget so resources are allocated to activities most likely to increase student achievement.

**Within three months of identification, the school will develop or revise its school improvement plan**

- Ensure that the plan covers at least a two-year period.
- Consult parents, school staff, district staff, and outside experts.
- Incorporate research-based strategies to strengthen core academic areas.
- Address specific academic issues that caused the school to be identified.
- Adopt policies and practices concerning core academic subjects that have the greatest likelihood of ensuring that all groups of students will meet the State's proficient level of achievement.
- Allocate 10% of the school's Title I funds to provide high quality professional development to address the reasons a school is identified for improvement.
- Describe how the school will provide parents written notice about the identification.
- Specify the responsibilities of the school, the district, and/or the State under the plan, including the technical assistance to be provided by the district as well as the district's responsibilities under NCLB.
- Establish specific, measurable, annual objectives for continuous and substantial progress by each group of students.
- Include strategies for effective parental involvement.
- Incorporate, as appropriate, opportunities for extended day and extended year activities.
- Incorporate a teacher-mentoring program.

**Within 45 days of receiving the plan, the district will:**

- Establish a peer review process to assist in review of the plan.
- Approve the plan if it meets the requirements.

**The school implements the approved plan**

- By the beginning of 2004-05 school year or immediately upon the approval of the plan if approved after the beginning of the school year.

## Sample Letter for ALL Parents: Notice of Identification and Transfer Option

(Date)

Dear (Parent):

(ABC School) has always worked to provide our students with a positive educational experience. This is evidenced by (discuss current initiatives in place at this school).

Our district receives funding from many resources, one of which is Title I, Part A, a grant provided by the federal government through the recent legislation, *No Child Left Behind*. As a requirement for receiving funds under this program, each school must meet the guidelines for adequate yearly progress (AYP) in each subject area using a system approved by the Michigan State Board of Education. AYP is based upon the state assessments known as MEAP, attendance, and test participation rate.

(ABC School) did not make AYP for two consecutive years and has been identified for improvement. The AYP results for our school indicate that we need to strengthen achievement in the areas of (list subjects identified for improvement). The scores of students in our school as compared to other schools in the district and the state average are as follows. (Brief statement or chart showing these scores and how they compare to the State average.)

In light of this finding, our school will be taking the following steps toward improving our status: (list initiatives, including district and state initiatives, if applicable).

As part of the *No Child Left Behind* legislation, you may have the option of transferring your child who attends this school to a school that is not identified for improvement based on AYP.\* The available schools are (insert the names of the schools not identified for improvement). (Data on academic achievement must be included for the school identified for improvement as well as the schools that are not identified to assist parents with this decision.) If you choose the transfer option, your child may qualify for free transportation. The qualification criteria are established by federal law.\*\* If you would like to know more about the option to transfer your child from (ABC School), please contact (identify person and provide telephone number) no later than (give date thirty days from date of this letter).

As a school community, we invite you to join us in this opportunity to grow and create positive changes for our staff, students and parents. As a parent you can help the school increase our students' performance by: (insert list of parent involvement opportunities).

Sincerely,

School Principal

*\* If all schools at the appropriate grade level in your district are identified for improvement, the district must look at the data for its neighboring districts. If neighboring districts have schools at the appropriate grade level that are not identified for improvement, your district must attempt to reach an agreement with them to accept students who may choose to transfer. If neighboring districts agree to accept students under this option, include an explanation in this letter.*

*\*\* Priority for transfer and free transportation is given to the lowest achieving students from low-income families.*

## Worksheet: District Title I Schools Set Aside

1. District Title I Allocation .....	A
2. Highly Qualified Set Aside ..... <i>5% minimum set aside unless less is needed</i>	B
3. Homeless Set Aside ..... <i>Sufficient funds to provide comparable Title I services to homeless students in non-Title I schools. District may determine the amount.</i>	C

Complete Steps 4a and 4b ONLY if district has a school(s) in Phase(s) One-Five.

<b>4a. Transportation (Transfer Option) and/or Supplemental Educational Services (SES) Set Aside</b> <i>District must set aside an amount equal to 20% of the district's total allocation for transportation related to the transfer option, supplemental educational services, or a combination of both transportation and SES.</i>	
Transportation set aside must be greater than or equal to 5% .....	A x _____% = _____
SES set aside must be greater than or equal to 5% .....	A x _____% = _____ D
TOTAL set aside must equal 20% .....	A x _____20% = _____ E
<i>(Leave blank if using funds other than Title I)</i>	
<b>4b. Title I funds beyond the minimum that will be used AT DISTRICT'S OPTION for transportation and/or supplemental services:</b>	
Additional Amount for Transportation: .....	F
Additional Amount for SES: .....	G
<b>5. Total set asides for highly qualified, homeless, transportation and supplemental educational services: .....</b>	
<b>(B+C+E+F+G) = _____ H</b>	
<b>6. Title I Balance of Allocation: .....</b>	
<b>(A – H) = _____ I</b>	

### NOTES

**Transfer Option:** Open to all students; priority given to lowest achieving students from low-income families.

**SES:** Only for students from low-income families; priority given to lowest achieving students.

**Title I balance (letter I):** Will be allocated using the "Title I School Selection and Allocation Worksheet," beginning at Step 6. The process to determine the maximum supplemental services amount per student is on page 2, which should be completed by districts with a school(s) in Phase(s) Two-Five.

**Worksheet:**  
**Determining Maximum Supplemental Education Services (SES) Per Student**

1. District Title I Allocation .....	_____ A
2. District Title I Census Poverty Count or Equated Census Poverty Count for PSAs: .....	_____ a
<i>Reference MDE website, Title I, Part A Allocations</i>	
3. Per Student Maximum Amount for SES .....	$A \div a$ _____ b
4. Total SES Set Aside .....	_____ c
<i>From page 1: D + G</i>	
5. Estimated Number of Students Served by Set Aside Amount.....	$c \div b$ _____ d*

\* Letter to describe availability of supplemental services should be sent to low income families. If the number of students exceeds the estimated number “d”, the lowest performing students are given preference over the higher performing students.



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PHASE TWO  
*Continuing Improvement*

## Phase Two Reporting

**To be completed and submitted to MDE no later than October 29, 2004.**

District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

The following requirements apply to:

- Schools newly entering Phase Two based on 2003-04 AYP results
- Schools that implemented Phase Two requirements in 2003-04, made AYP in 2003-04, and must continue to implement the Phase Two requirements in 2004-05

## Phase Two Checklist

- ☐ District met set aside requirement for transportation costs related to the transfer option and for supplemental educational services
- ☐ Date of notice to public regarding AYP phase status: \_\_\_\_\_
- ☐ Letter sent to all parents regarding identification, transfer option and supplemental educational services (*attach copy of letter*)
- ☐ Letter sent to parents of low income students regarding supplemental educational services (*attach copy of letter*)
- ☐ District ensured that technical assistance was provided to the school as it implemented its two-year improvement plan
- ☐ Date that approved plan was implemented: \_\_\_\_\_



## **Phase Two Mandatory Steps**

### **Set Aside Funds for Transportation and Supplemental Educational Services**

- Set aside an amount equal to 20% of the district's Title I allocation for transportation costs associated with the transfer option and for supplemental educational services.
- Set aside may come from the Title I allocation or other funds.
- Upon meeting all demands for transportation and supplemental educational services (SES), the district may reallocate any remaining set aside funds.

### **Notify Public**

- Provide notification to the public that the school is identified for continuing improvement.
- Describe what the school is doing to address the problem of low achievement.
- Describe what the district or State is doing to help the school address the achievement problem.

### **Send Letter to Parents**

- Mail or email letter directly to the parent(s) of each student by the beginning of the 2004-2005 school year.
- Provide in an understandable and uniform format.
- Write the letter, to the extent practicable, in a language or languages that parent(s) of each student enrolled in the school can understand.
- Letter must contain:
  - What the identification for continuing improvement means.
  - Comparison of the school, in terms of academic achievement, to other schools in the district and the State.
  - The reasons for the identification.
  - A description of what the school is doing to address the problem of low achievement.
  - A description of what the district or State is doing to help the school address the achievement problem.
  - Information about how the parents can become involved in addressing the academic issues that caused the school to be identified for improvement.
  - Specific details regarding the parents' right to transfer their student to another public school, including:
    - A list of available school(s) not identified for improvement.
    - Notice that transportation will be provided subject to certain cost limitations.
    - The academic achievement record of the school(s) to which the student may transfer.
    - Other information to help parents decide which school(s) would be best for their student(s).
  - Notice that SES may be available to eligible students remaining in the school.

## **Phase Two Mandatory Steps (continued)**

### **Continue Transfer Option**

- Provide all students enrolled in the school the option to transfer to another school not identified in Phases One-Five.
- If possible, provide parent(s) a choice of more than one school to transfer their student(s).
- If all schools served by the district to which a student may transfer are identified in Phases One-Five, the district or Public School Academy (PSA) shall attempt to establish a cooperative transfer agreement with other districts or PSAs in the area. Documentation (e.g., letters and/or meeting minutes) must be maintained to verify such efforts.
- Provide transportation, up to limit of resources as determined by NCLB requirements.
- Give priority for transportation to lowest-achieving students from low-income families.
- Students may remain in the school of choice until the student has completed the highest grade in the school.
- The district must continue to provide transportation for students electing to transfer schools until the student's original school has returned to Phase Zero.

### **Notification and Implementation of Supplemental Educational Services**

- Notify parents of eligible students that supplemental educational services are available.
- Mail or email notice directly to the parent(s) of each eligible student.
- Provide notice in an understandable and uniform format.
- Write the notice, to the extent practicable, in a language or languages the parent(s) of each student enrolled in the school can understand.
- Notice must contain:
  - Identity of each approved provider within the district's geographic location or reasonably accessible.
  - A brief description of the services, qualifications, and evidence of effectiveness of each provider.
  - A description of the procedures and timelines that parents must follow in selecting a provider.
  - Information on how the district will set priorities in order to determine which eligible students will receive services, if the district anticipates it will not have sufficient funds to serve all eligible students.
- If requested, help parents select a supplemental educational service provider.
- District enters into an agreement with supplemental educational services providers.  
Agreement must contain:
  - Specific achievement goals for the student developed in consultation with the student's parents.
  - Description of how the student's progress will be measured.
  - Description of how the student's parents and teachers will be regularly informed of the student's progress.
  - Timetable for improving achievement.
  - Provision for termination of the agreements if provider is unable to meet the goals and timetables.
  - Method of payment for the services.
  - Provision to protect the identity of any student eligible for, or receiving, supplemental educational services.
  - Assurance that supplemental educational services will be provided consistent with applicable health, safety, and civil rights laws.
- Provisions of the agreement must be consistent with individualized education program under IDEA or Section 504.
- Ensure that eligible limited English proficient students receive appropriate supplemental educational services and language assistance in the provision of those services.

## **Phase Two Mandatory Steps** *(continued)*

**District continues to ensure that the following technical assistance is provided (by district, ISD or other entity with experience in helping schools improve academic achievement) as the school develops and implements its two-year improvement plan:**

- Analyzing assessment data to identify and address problems in:
  - Instruction
  - Parent Involvement
  - Professional Development
- Identifying and implementing professional development, strategies, and methods of instruction that are researched-based; and address the reasons a school is identified for improvement.
- Assisting with analysis and revision of the school budget so resources are allocated to activities most likely to increase student achievement.

**The school continues to implement the approved two-year plan.**

- Continue to allocate 10% of the school's Title I funds to provide high quality professional development to address the reasons the school is identified for improvement.

## Sample Letter for ALL Parents: Notice of Identification, Transfer Option and Supplemental Educational Services

(Date)

Dear (Parent):

(ABC School) has always worked to provide our students with a positive educational experience. This is evidenced by (discuss current initiatives in place at this school).

Our district receives funding from many resources, one of which is Title I, Part A, a grant provided by the federal government through the recent legislation, *No Child Left Behind*. As a requirement for receiving funds under this program, each school must meet the guidelines for adequate yearly progress (AYP) in each subject area using a system approved by the Michigan State Board of Education. AYP is based upon the state assessments known as MEAP, attendance, and test participation rate.

(ABC School) did not make AYP for three consecutive years and has been identified for continuing improvement. The AYP results for our school indicate that we need to strengthen achievement in the areas of (list subjects identified for improvement). The scores of students in our school as compared to other schools in the district and the state average are as follows. (Brief statement or chart showing these scores and how they compare to the State average.)

In light of this finding, our school will be taking the following steps toward improving our status: (list initiatives, including district and state initiatives, if applicable).

As part of the *No Child Left Behind* legislation, you may have the option of transferring your child who attends this school to a school that is not identified for improvement based on AYP.\* The available schools are (insert the names of the schools not identified for improvement). (Data on academic achievement must be included for the school identified for improvement as well as the schools that are not identified to assist parents with this decision.) If you choose the transfer option, your child may qualify for free transportation. The qualification criteria are established by federal law.\*\* If you would like to know more about the option to transfer your child from (ABC School), please contact (identify person and provide telephone number) no later than (give date thirty days from date of this letter).

Students who do not choose the transfer option may be eligible to receive supplemental educational services. These services are additional academic instruction provided outside of the regular school day. Parents of eligible students will receive a separate letter explaining this option in more detail.

As a school community, we invite you to join us in this opportunity to grow and create positive changes for our staff, students and parents. As a parent you can help the school increase our students' performance by: (insert list of parent involvement opportunities).

Sincerely,

School Principal

***\* If all schools at the appropriate grade level in your district are identified for improvement, the district must look at the data for its neighboring districts. If neighboring districts have schools at the appropriate grade level that are not identified for improvement, your district must attempt to reach an agreement with them to accept students who may choose to transfer. If neighboring districts agree to accept students under this option, include an explanation in this letter.***

***\*\* Priority for transfer and free transportation is given to the lowest achieving students from low-income families.***

## Sample Letter for Parents of Low-Income Students: Supplemental Educational Services

(Date)

Dear (Parent):

In a recent letter dated (date), you were notified that (ABC School) is identified for (continuing improvement, corrective action, or restructuring) under the federal law, *No Child Left Behind*, because our school has not met adequate yearly progress for (three, four, or five) consecutive years. As a requirement for receiving federal funds, our district is required to offer parents the following options:

**Option 1:** Transfer their child to another public school.

**Option 2:** Obtain supplemental educational services, if their child is eligible.

Parents may select one of these options, but not both. The transfer option was described in the previous letter. The purpose of this letter is to inform parents of eligible students about the option for supplemental educational services.

Supplemental educational services provides additional academic instruction outside the regular school day. These services must be obtained from a provider that has been approved by the State. Information on the providers available in our area is included on the attached sheet.

Please be aware that if funds are not sufficient to provide supplemental educational services for all eligible students who are interested in this option, priority will be given to students with the greatest academic need. Our district will determine academic need based on (indicate criteria).

The law does not require districts to provide transportation to or from the site where the services are provided. Transportation is the parent's responsibility. (If district chooses to provide transportation, include relevant information here.)

If you are interested in obtaining supplemental educational services for your child or you have questions regarding your child's eligibility, please contact (include name and contact information) by (include date). The district will determine if your child meets the selection criteria and will notify you by (date). If your child qualifies for these services, you will be asked to select a provider from the attached list. Upon request, (contact person) is available to assist you in deciding which provider best meets your child's needs.

Once you have selected the provider, (contact person) will contact you to schedule a meeting with you and the service provider. The purpose of this meeting is to establish an agreement with the provider that includes academic goals for your child, a timetable for improving achievement, methods of reporting progress, and other relevant information. Your involvement in this process is required to initiate these services. If you are unable to attend the meeting, please call (contact person) to discuss your goals for your child.

Sincerely,

School Principal

Attachment (*Attach a list of accessible providers along with a brief description of the services, qualifications, and evidence of effectiveness of each provider.*)

## Worksheet: District Title I Schools Set Aside

1. District Title I Allocation .....	A
2. Highly Qualified Set Aside ..... <i>5% minimum set aside unless less is needed</i>	B
3. Homeless Set Aside ..... <i>Sufficient funds to provide comparable Title I services to homeless students in non-Title I schools. District may determine the amount.</i>	C

Complete Steps 4a and 4b ONLY if district has a school(s) in Phase(s) One-Five.

<b>4a. Transportation (Transfer Option) and/or Supplemental Educational Services (SES) Set Aside</b> <i>District must set aside an amount equal to 20% of the district's total allocation for transportation related to the transfer option, supplemental educational services, or a combination of both transportation and SES.</i>	
Transportation set aside must be greater than or equal to 5% .....	A x _____ % = _____
SES set aside must be greater than or equal to 5% .....	A x _____ % = _____ D
TOTAL set aside must equal 20% .....	A x _____ 20% = _____ E
<i>(Leave blank if using funds other than Title I)</i>	
<b>4b. Title I funds beyond the minimum that will be used AT DISTRICT'S OPTION for transportation and/or supplemental services:</b>	
Additional Amount for Transportation: .....	F
Additional Amount for SES: .....	G
<b>5. Total set asides for highly qualified, homeless, transportation and supplemental educational services: .....</b>	
<b>(B+C+E+F+G) = _____ H</b>	
<b>6. Title I Balance of Allocation: .....</b>	
<b>(A – H) = _____ I</b>	

### NOTES

**Transfer Option:** Open to all students; priority given to lowest achieving students from low-income families.

**SES:** Only for students from low-income families; priority given to lowest achieving students.

**Title I balance (letter I):** Will be allocated using the "Title I School Selection and Allocation Worksheet," beginning at Step 6. The process to determine the maximum supplemental services amount per student is on page 2, which should be completed by districts with a school(s) in Phase(s) Two-Five.

**Worksheet:****Determining Maximum Supplemental Education Services (SES) Per Student**

1. District Title I Allocation .....	_____ A
2. District Title I Census Poverty Count or Equated Census Poverty Count for PSAs: ..... <i>Reference MDE website, Title I, Part A Allocations</i>	_____ a
3. Per Student Maximum Amount for SES .....	$A \div a$ _____ b
4. Total SES Set Aside ..... <i>From page 1: D + G</i>	_____ c
5. Estimated Number of Students Served by Set Aside Amount.....	$c \div b$ _____ d*

\* Letter to describe availability of supplemental services should be sent to low income families. If the number of students exceeds the estimated number “d”, the lowest performing students are given preference over the higher performing students.



NO CHILD LEFT BEHIND ACT  
Adequate Yearly Progress  
Technical Assistance/Reporting Packet

PHASE THREE  
*Corrective Action*





## Phase Three Reporting

**To be completed and submitted to MDE no later than October 29, 2004.**

District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

The following requirements apply to:

- Schools newly entering Phase Three based on 2003-04 AYP results
- Schools that implemented Phase Three requirements in 2003-04, made AYP in 2003-04, and must continue to implement the Phase Three requirements in 2004-05

### Phase Three Checklist

- ☐ District met set aside requirement for transportation costs related to the transfer option and for supplemental educational services
- ☐ Date of notice to public regarding AYP phase status: \_\_\_\_\_
- ☐ Letter sent to all parents regarding identification, transfer option and supplemental educational services (*attach copy of letter*)
- ☐ Letter sent to parents of low income students regarding supplemental educational services (*attach copy of letter*)

**Indicate which of the following corrective actions is/are being implemented—for clarification of corrective action options, please review the guidelines included in the Phase Three Technical Assistance Packet (attach rationale for each option selected):**

- ☐ Replace the school staff relevant to the failure to make adequate yearly progress (*list which positions will be replaced*)
- ☐ Institute and fully implement a new curriculum\*, including providing appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make adequate yearly progress (*rationale must include a description of why this approach constitutes corrective action and how the professional development plan will assist that change*)
- ☐ Significantly decrease management authority at the school level (*describe the change in management authority*)
- ☐ Appoint an outside expert to advise the school on its progress (*attach assistance plan*)
- ☐ Extend the school year or school day for the school (*describe changes to be made*)
- ☐ Restructure the internal organization structure of the school (*attach the new internal organization plan*)

\*“New curriculum”, as defined by MDE, is: curriculum focused on significant changes in the structure or instructional design and delivery as well as an emphasis on curricular decision-making, such as mapping and/or using a schoolwide curriculum assessment data system to drive instruction. A new curriculum is not merely a change in textbooks or basal series.

## Phase Three Mandatory Steps

### Set Aside Funds for Transportation and Supplemental Educational Services

- Set aside an amount equal to 20% of the district's Title I allocation for transportation costs associated with the transfer option and for supplemental educational services.
- Set aside may come from the Title I allocation or other funds.
- Upon meeting all demands for transportation and supplemental educational services (SES), the district may reallocate any remaining set aside funds.

### Notify Public

- Provide notification to the public that the school is identified for corrective action.
- Describe what the school is doing to address the problem of low achievement.
- Describe what the district or State is doing to help the school address the achievement problem.

### Send Letter to Parents

- Mail or email the letter directly to the parent(s) of each student by the beginning of the 2004-2005 school year.
- Provide the letter in an understandable and uniform format.
- Write the letter; to the extent practicable, in a language or languages that parent(s) of each student enrolled in the school can understand.
- Letter must contain:
  - What the identification for corrective action means.
  - Comparison of the school, in terms of academic achievement, to other schools in the district and the State.
  - The reasons for the identification.
  - A description of what the school is doing to address the problem of low achievement.
  - A description of the specific corrective action(s) that will be taken.
  - A description of what the district or State is doing to help the school address the achievement problem.
  - Information about how the parents can become involved in addressing the academic issues that caused the school to be identified for corrective action.
  - Specific details regarding the parents' right to transfer their student to another public school, including:
    - A list of available school(s) not identified for improvement.
    - Notice that transportation will be provided subject to certain cost limitations.
    - The academic achievement record of the school(s) to which the student may transfer.
    - Other information to help parents decide which school(s) would be best for their student(s).
  - Notice that SES may be available to eligible students remaining in the school.

## **Phase Three Mandatory Steps *(continued)***

### **Continue Transfer Option**

- Provide all students enrolled in the school the option to transfer to another school not identified in Phases One-Five.
- If possible, provide parent(s) a choice of more than one school to transfer their student(s).
- If all schools served by the district to which a student may transfer are identified in Phases One-Five, the district or Public School Academy (PSA) shall attempt to establish a cooperative transfer agreement with other districts or PSAs in the area. Documentation (e.g., letters and/or meeting minutes) must be maintained to verify such efforts.
- Provide transportation, up to limit of resources as determined by NCLB requirements.
- Give priority for transportation to lowest-achieving students from low-income families.
- Students may remain in that school of choice until the student has completed the highest grade in the school.
- The district must continue to provide transportation for students electing to transfer schools until the student's original school has returned to Phase Zero.

### **Continue to Provide Supplemental Educational Services**

- Notify parents of eligible students that supplemental educational services are available.
- Mail or email notice directly to the parent(s) of each eligible student.
- Provide notice in an understandable and uniform format.
- Write the notice, to the extent practicable, in a language or languages the parent(s) of each student enrolled in the school can understand.
- Notice must contain:
  - Identity of each approved provider within the district's geographic location or reasonably accessible.
  - A brief description of the services, qualifications, and evidence of effectiveness of each provider.
  - A description of the procedures and timelines that parents must follow in selecting a provider.
  - Information on how the district will set priorities in order to determine which eligible students will receive services, if the district anticipates it will not have sufficient funds to serve all eligible students.
- If requested, help parents select a supplemental educational service provider.
- District enters into an agreement with supplemental educational services providers.  
Agreement must contain:
  - Specific achievement goals for the student developed in consultation with the student's parents.
  - Description of how the student's progress will be measured.
  - Description of how the student's parents and teachers will be regularly informed of the student's progress.
  - Timetable for improving achievement.
  - Provision for termination of the agreements if provider is unable to meet the goals and timetables.
  - Method of payment for the services.
  - Provision to protect the identity of any student eligible for, or receiving, supplemental educational services.
  - Assurance that supplemental educational services will be provided consistent with applicable health, safety, and civil rights laws.
- Provisions of the agreement must be consistent with individualized education program under IDEA or Section 504.
- Ensure that eligible limited English proficient students receive appropriate supplemental educational services and language assistance in the provision of those services.

### **Phase Three Mandatory Steps** *(continued)*

**The MDE recommends that the school continue to implement the approved two-year plan, if necessary due to the delay in issuance of EDYES! Report Cards and notification of school phase status.**

- The MDE recommends that schools continue to allocate 10% of the school's Title I funds to provide high quality professional development to address the reasons a school is identified for improvement.
- The MDE recommends that the district ensure that technical assistance is provided if the school continues to implement their two-year plan.

**The district must select and implement at least one of the following corrective actions (see “Guidelines for Selected Corrective Action Options”):**

- Replace the school staff relevant to the failure to make adequate yearly progress.
- Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make adequate yearly progress.
- Significantly decrease management authority at the school level.
- Appoint an outside expert to advise the school on its progress.
- Extend the school year or school day for the school.
- Restructure the internal organization structure of the school.

# Guidelines for Corrective Action Options

The Michigan Department of Education has developed the following guidelines for certain of the corrective action options specified by NCLB:

## **1. Institute a “new curriculum”**

Focused on significant changes in the structure or instructional design and delivery as well as an emphasis on curricular decision-making, such as mapping and/or using a schoolwide curriculum assessment data system to drive instruction. The new curriculum is not merely a change in textbooks or basal series.

External reform models are acceptable, but must be a whole school initiative.

Examples are available through [www.nwrel.org](http://www.nwrel.org).

All professional development in this option must be based on the Michigan Standards for Professional Development and include the following criteria:

- School wide
- Long-term with follow-up
- Include the school administrator
- Provide adequate resources (funding, time, personnel, materials and outside speakers as needed)
- Foster agreement by participants on the goals and vision
- Encourage collegiality
- Utilize an external facilitator

## **2. Appoint/Employ an independent “turn-around” specialist for the school.**

This person would have some limited powers over the school, e.g., in decisions regarding curriculum, staff development, decision-making process, school improvement plan, etc. Powers of this specialist could be determined by:

- The state—if specialist is state-appointed and the school/district was required or volunteered to accept a state-appointed specialist.
- The local board of education—if specialist is a district decision and the specialist would report to the school board.

## **3. Appoint/Employ a Coach to:**

- Assist principals, teachers, and support personnel with analyzing student demographic and achievement data.
- Identify and prioritize school needs and goals.
- Assist in establishing a sustainable plan of improvement, which includes the development of new approaches to teaching, learning, and leadership that lead to increased academic achievement for all students in the school, particularly in the areas of mathematics and literacy.

## **4. Turn the operation of the school’s instructional program over to the School Improvement Committee**

- School improvement committee will develop an action plan committing the staff to curriculum/instruction changes with professional development to support the changes.
- Submit the plan to the district for approval.
- The district will ensure that the plan is implemented.

## Sample Letter for ALL Parents: Notice of Identification, Transfer Option and Supplemental Educational Services

(Date)

Dear (Parent):

(ABC School) has always worked to provide our students with a positive educational experience. This is evidenced by (discuss current initiatives in place at this school).

Our district receives funding from many resources, one of which is Title I, Part A, a grant provided by the federal government through the recent legislation, *No Child Left Behind*. As a requirement for receiving funds under this program, each school must meet the guidelines for adequate yearly progress (AYP) in each subject area using a system approved by the Michigan State Board of Education. AYP is based upon the state assessments known as MEAP, attendance, and test participation rate.

(ABC School) did not make AYP for four consecutive years and has been identified for corrective action. The AYP results for our school indicate that we need to strengthen achievement in the areas of (list subjects identified for improvement). The scores of students in our school as compared to other schools in the district and the state average are as follows. (Brief statement or chart showing these scores and how they compare to the State average.)

In light of this finding, our school will be taking the following steps toward improving our status: (list initiatives, including district and state initiatives, if applicable).

As part of the *No Child Left Behind* legislation, you may have the option of transferring your child who attends this school to a school that is not identified for improvement based on AYP.\* The available schools are (insert the names of the schools not identified for improvement). (Data on academic achievement must be included for the school identified for improvement as well as the schools that are not identified to assist parents with this decision.) If you choose the transfer option, your child may qualify for free transportation. The qualification criteria are established by federal law.\*\* If you would like to know more about the option to transfer your child from (ABC School), please contact (identify person and provide telephone number) no later than (give date thirty days from date of this letter).

Students who do not choose the transfer option may be eligible to receive supplemental educational services. These services are additional academic instruction provided outside of the regular school day. Parents of eligible students will receive a separate letter explaining this option in more detail.

As a school community, we invite you to join us in this opportunity to grow and create positive changes for our staff, students and parents. As a parent you can help the school increase our students' performance by: (insert list of parent involvement opportunities).

Sincerely,

School Principal

***\* If all schools at the appropriate grade level in your district are identified for improvement, the district must look at the data for its neighboring districts. If neighboring districts have schools at the appropriate grade level that are not identified for improvement, your district must attempt to reach an agreement with them to accept students who may choose to transfer. If neighboring districts agree to accept students under this option, include an explanation in this letter.***

***\*\* Priority for transfer and free transportation is given to the lowest achieving students from low-income families.***

## Sample Letter for Parents of Low-Income Students: Supplemental Educational Services

(Date)

Dear (Parent):

In a recent letter dated (date), you were notified that (ABC School) is identified for (continuing improvement, corrective action, or restructuring) under the federal law, *No Child Left Behind*, because our school has not met adequate yearly progress for (three, four, or five) consecutive years. As a requirement for receiving federal funds, our district is required to offer parents the following options:

**Option 1:** Transfer their child to another public school.

**Option 2:** Obtain supplemental educational services, if their child is eligible.

Parents may select one of these options, but not both. The transfer option was described in the previous letter. The purpose of this letter is to inform parents of eligible students about the option for supplemental educational services.

Supplemental educational services provides additional academic instruction outside the regular school day. These services must be obtained from a provider that has been approved by the State. Information on the providers available in our area is included on the attached sheet.

Please be aware that if funds are not sufficient to provide supplemental educational services for all eligible students who are interested in this option, priority will be given to students with the greatest academic need. Our district will determine academic need based on (indicate criteria).

The law does not require districts to provide transportation to or from the site where the services are provided. Transportation is the parent's responsibility. (If district chooses to provide transportation, include relevant information here.)

If you are interested in obtaining supplemental educational services for your child or you have questions regarding your child's eligibility, please contact (include name and contact information) by (include date). The district will determine if your child meets the selection criteria and will notify you by (date). If your child qualifies for these services, you will be asked to select a provider from the attached list. Upon request, (contact person) is available to assist you in deciding which provider best meets your child's needs.

Once you have selected the provider, (contact person) will contact you to schedule a meeting with you and the service provider. The purpose of this meeting is to establish an agreement with the provider that includes academic goals for your child, a timetable for improving achievement, methods of reporting progress, and other relevant information. Your involvement in this process is required to initiate these services. If you are unable to attend the meeting, please call (contact person) to discuss your goals for your child.

Sincerely,

School Principal

Attachment (*Attach a list of accessible providers along with a brief description of the services, qualifications, and evidence of effectiveness of each provider.*)

## Worksheet: District Title I Schools Set Aside

1. District Title I Allocation .....	A
2. Highly Qualified Set Aside ..... <i>5% minimum set aside unless less is needed</i>	B
3. Homeless Set Aside ..... <i>Sufficient funds to provide comparable Title I services to homeless students in non-Title I schools. District may determine the amount.</i>	C

Complete Steps 4a and 4b ONLY if district has a school(s) in Phase(s) One-Five.

<b>4a. Transportation (Transfer Option) and/or Supplemental Educational Services (SES) Set Aside</b> <i>District must set aside an amount equal to 20% of the district's total allocation for transportation related to the transfer option, supplemental educational services, or a combination of both transportation and SES.</i>  Transportation set aside must be greater than or equal to 5% ..... $A \times \text{ } \% = \text{ }$  SES set aside must be greater than or equal to 5% ..... $A \times \text{ } \% = \text{ }$ D  TOTAL set aside must equal 20% ..... $A \times \text{ } 20\% = \text{ }$ E  <div style="text-align: right;"><i>(Leave blank if using funds other than Title I)</i></div>	
<b>4b. Title I funds beyond the minimum that will be used AT DISTRICT'S OPTION for transportation and/or supplemental services:</b>  Additional Amount for Transportation: ..... F Additional Amount for SES: ..... G	
5. Total set asides for highly qualified, homeless, transportation and supplemental educational services: ..... $(B+C+E+F+G) = \text{ }$ H	
6. Title I Balance of Allocation: ..... $(A - H) = \text{ }$ I	

### NOTES

**Transfer Option:** Open to all students; priority given to lowest achieving students from low-income families.

**SES:** Only for students from low-income families; priority given to lowest achieving students.

**Title I balance (letter I):** Will be allocated using the "Title I School Selection and Allocation Worksheet," beginning at Step 6. The process to determine the maximum supplemental services amount per student is on page 2, which should be completed by districts with a school(s) in Phase(s) Two-Five.



**Worksheet:**  
**Determining Maximum Supplemental Education Services (SES) Per Student**

1. District Title I Allocation .....	_____ A
2. District Title I Census Poverty Count or Equated Census Poverty Count for PSAs: .....	_____ a
<i>Reference MDE website, Title I, Part A Allocations</i>	
3. Per Student Maximum Amount for SES .....	$A \div a$ _____ b
4. Total SES Set Aside .....	_____ c
<i>From page 1: D + G</i>	
5. Estimated Number of Students Served by Set Aside Amount.....	$c \div b$ _____ d*

\* Letter to describe availability of supplemental services should be sent to low income families.  
 If the number of students exceeds the estimated number “d”, the lowest performing students are given preference over the higher performing students.



NO CHILD LEFT BEHIND ACT  
Adequate Yearly Progress  
Technical Assistance/Reporting Packet

PHASE FOUR  
*Planning for Restructuring*

## Phase Four Reporting

**To be completed and submitted to MDE no later than October 29, 2004.**

District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

The following requirements apply to:

- Schools newly entering Phase Four based on 2003-04 AYP results
- Schools that implemented Phase Four requirements in 2003-04, made AYP in 2003-04, and must continue to implement the Phase Four requirements in 2004-05

### Phase Four Checklist

- ☐ District met set aside requirement for transportation costs related to the transfer option and for supplemental educational services
- ☐ Date of notice to public regarding AYP phase status: \_\_\_\_\_
- ☐ Letter sent to all parents regarding identification, transfer option and supplemental educational services (*attach copy of letter*)
- ☐ Letter sent to parents of low income students regarding supplemental educational services (*attach copy of letter*)
- ☐ Timeline established for developing the restructuring plan
- ☐ Opportunity provided for teachers and parents to comment before taking any action (*attach copy of agenda and minutes*)

**Schools continuing in Phase 4 (made AYP 2003-2004)—indicate which of the following restructuring actions is/are being planned (attach rationale for each action selected):**

- ☐ Close the school and re-open it as a charter school
- ☐ Replace all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress
- ☐ Turn the school's operation over to private management company with a demonstrated record of effectiveness
- ☐ Appoint/employ an independent "turn-around specialist"
- ☐ Appoint a Governing Board to oversee the school
- ☐ Close the school and re-open it as a completely restructured school of choice within district governance
- ☐ Use an external research-based reform model that addresses the issues of alternative governance
- ☐ Appoint a new principal
- ☐ Suspend the office of the principal
- ☐ Other major restructuring of the school's governance arrangement (for clarification of restructuring options, please review the guidelines included in the Phase Four Technical Assistance Packet)

## **Phase Four Mandatory Steps**

### **Set Aside for Transportation and Supplemental Educational Services**

- Set aside an amount equal to 20% of the district's Title I allocation for transportation costs associated with the transfer option and for supplemental educational services.
- Set aside may come from the Title I allocation or other funds.
- Upon meeting all demands for transportation and supplemental educational services (SES), the district may reallocate any remaining set aside funds.

### **Notify Public**

- Provide notification to the public that the school is identified for planning for restructuring.
- Describe what the school is doing to address the problem of low achievement.
- Describe what the district or State is doing to help the school address the achievement problem.

### **Send Letter to Parents**

- Mail or email letter directly to the parent(s) of each student by the beginning of the 2004-2005 school year.
- Provide in an understandable and uniform format.
- Write the letter, to the extent practicable, in a language or languages that parent(s) of each student enrolled in the school can understand.
- Letter must contain:
  - What the identification for planning for restructuring means.
  - Comparison of the school, in terms of academic achievement, to other schools in the district and the State.
  - The reasons for the identification.
  - A description of what the school is doing to address the problem of low achievement.
  - A description of what the district or State is doing to help the school address the achievement problem.
  - Information about how the parents can become involved in addressing the academic issues that caused the school to be identified for planning for restructuring.
  - Specific details regarding the parents' right to transfer their student to another public school, including:
    - A list of available school(s) not identified for improvement.
    - Notice that transportation will be provided subject to certain cost limitations.
    - The academic achievement record of the school(s) to which the student may transfer.
    - Other information to help parents decide which school(s) would be best for their student(s).
  - Notice that SES may be available to eligible students remaining in the school.

## **Phase Four Mandatory Steps *(continued)***

### **Continue Transfer Option**

- Provide all students enrolled in the school the option to transfer to another school not identified in Phases One-Five.
- If possible, provide parent(s) a choice of more than one school to transfer their student(s).
- If all schools served by the district to which a student may transfer are identified in Phases One-Five, the district or Public School Academy (PSA) shall attempt to establish a cooperative transfer agreement with other districts or PSAs in the area. Documentation (e.g., letters and/or meeting minutes) must be maintained to verify such efforts.
- Provide transportation, up to limit of resources as determined by NCLB requirements.
- Give priority for transportation to lowest-achieving students from low-income families.
- Students may remain in that school of choice until the student has completed the highest grade in the school.
- The district must continue to provide transportation for students electing to transfer schools until the student's original school has returned to Phase Zero.

### **Continue to Provide Supplemental Educational Services**

- Notify parents of eligible students that supplemental educational services are available.
- Mail or email notice directly to the parent(s) of each eligible student.
- Provide notice in an understandable and uniform format.
- Write the notice, to the extent practicable, in a language or languages the parent(s) of each student enrolled in the school can understand.
- Notice must contain:
  - Identity of each approved provider within the district's geographic location or reasonably accessible.
  - A brief description of the services, qualifications, and evidence of effectiveness of each provider.
  - A description of the procedures and timelines that parents must follow in selecting a provider.
  - Information on how the district will set priorities in order to determine which eligible students will receive services, if the district anticipates it will not have sufficient funds to serve all eligible students.
- If requested, help parents select a supplemental educational service provider.
- District enters into an agreement with supplemental educational services providers.  
Agreement must contain:
  - Specific achievement goals for the student developed in consultation with the student's parents.
  - Description of how the student's progress will be measured.
  - Description of how the student's parents and teachers will be regularly informed of the student's progress.
  - Timetable for improving achievement.
  - Provision for termination of the agreements if provider is unable to meet the goals and timetables.
  - Method of payment for the services.
  - Provision to protect the identity of any student eligible for, or receiving, supplemental educational services.
  - Assurance that supplemental educational services will be provided consistent with applicable health, safety, and civil rights laws.
- Provisions of the agreement must be consistent with individualized education program under IDEA or Section 504.
- Ensure that eligible limited English proficient students receive appropriate supplemental educational services and language assistance in the provision of those services.

## Phase Four Mandatory Steps *(continued)*

### Restructuring Plan

- Establish a timeline for developing the restructuring plan.
- Allow adequate opportunity for teachers and parents to comment before taking any action.
- Develop plan with participation of teachers and parents that incorporates at least one of the following alternative governance options:
  - Close the school and re-open it as a charter school.\*
  - Replace all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress.
  - Turn the school's operation over to a private management company with a demonstrated record of effectiveness.
  - Implement any other major restructuring of the school's governance arrangement that makes fundamental reforms and leads to improved student achievement:
    - Appoint/employ an independent "turn-around specialist"/Coach.
    - Appoint a Governing Board to oversee the school.
    - Close the school and re-open it as a completely restructured school of choice within district governance.
    - Use an external research-based reform model that addresses the issue of alternative governance.
    - Appoint a new principal.
    - Suspend the office of the principal.
    - Other major restructuring of the school's governance arrangement.
- Make other arrangements as necessary to implement the alternative governance restructuring plan.

**\*The National Charter Schools Institute (NCSI) has developed a comprehensive system that can assist schools in transitioning to this option. For more information call NCSI at 989-774-2999 or visit their web site at [www.nationalcharterschools.org](http://www.nationalcharterschools.org).**

# Guidelines for Other Restructuring Options

The Michigan Department of Education has developed the following guidelines for the other restructuring options allowed under NCLB:

## **1. Appoint/employ an independent “turn-around” specialist for the school.**

This person would have some limited powers over the school, e.g., in decisions regarding curriculum, staff development, decision-making process, school improvement plan, etc.

Powers of this specialist could be determined by:

- **The state**—if specialist is state-appointed and the school/district was required or volunteered to accept a state-appointed specialist.
- **The local board of education**—if specialist is a district decision and the specialist would report to the school board.

## **2. Appoint a Governing Board to oversee the school.**

Establish a Governing Board to oversee the school, with representatives of the teachers, administration, parents, business and community leaders. Have the local board of education grant the Governing Board some degree of autonomy in pursuing an aggressive improvement plan. Establish a sunset date for the governing board to cease to exist, and hold that board accountable for student achievement within that time.

## **3. Close the school and reopen as a completely restructured school of choice within the governance of the school district.**

The school would need to identify itself specifically by what it would be able to offer students in terms of academic programs and expected performance, e.g., a focus school where a specific approach to learning is implemented on a schoolwide basis. This option would require a state appointed monitor/coach to assist the school in developing its focus, mission, goals, and operational structure. Monitors/Coaches would be funded by the district and/or school using Title I funds and would be on contract for no less than 100 school days (may include summer work with staff).

## **4. Use an external research-based reform model that addresses the issue of alternative governance.**

Model must include alternative governance approaches and schoolwide instructional reform, not merely a change in curricular materials. Examples are available through [www.nwrel.org](http://www.nwrel.org) Catalogue of Reform Models—Whole School.

## **5. Appoint a new principal.**

Plan must include rationale that explains how this change in governance will lead to fundamental reforms and to improved student achievement.

## **6. Suspend the office of the principal.**

Have the central office take over the administration of the school through the appointment of a central office administrator to temporarily govern the school.

## Sample Letter for ALL Parents: Notice of Identification, Transfer Option and Supplemental Educational Services

(Date)

Dear (Parent):

(ABC School) has always worked to provide our students with a positive educational experience. This is evidenced by (discuss current initiatives in place at this school).

Our district receives funding from many resources, one of which is Title I, Part A, a grant provided by the federal government through the recent legislation, *No Child Left Behind*. As a requirement for receiving funds under this program, each school must meet the guidelines for adequate yearly progress (AYP) in each subject area using a system approved by the Michigan State Board of Education. AYP is based upon the state assessments known as MEAP, attendance, and test participation rate.

(ABC School) did not make AYP for five consecutive years and has been identified for planning for restructuring. The AYP results for our school indicate that we need to strengthen achievement in the areas of (list subjects identified for improvement). The scores of students in our school as compared to other schools in the district and the state average are as follows. (Brief statement or chart showing these scores and how they compare to the State average.)

In light of this finding, our school will be taking the following steps toward improving our status: (list initiatives, including district and state initiatives, if applicable).

As part of the *No Child Left Behind* legislation, you may have the option of transferring your child who attends this school to a school that is not identified for improvement based on AYP.\* The available schools are (insert the names of the schools not identified for improvement). (Data on academic achievement must be included for the school identified for improvement as well as the schools that are not identified to assist parents with this decision.) If you choose the transfer option, your child may qualify for free transportation. The qualification criteria are established by federal law.\*\* If you would like to know more about the option to transfer your child from (ABC School), please contact (identify person and provide telephone number) no later than (give date thirty days from date of this letter).

Students who do not choose the transfer option may be eligible to receive supplemental educational services. These services are additional academic instruction provided outside of the regular school day. Parents of eligible students will receive a separate letter explaining this option in more detail.

As a school community, we invite you to join us in this opportunity to grow and create positive changes for our staff, students and parents. As a parent you can help the school increase our students' performance by: (insert list of parent involvement opportunities).

Sincerely,

School Principal

***\* If all schools at the appropriate grade level in your district are identified for improvement, the district must look at the data for its neighboring districts. If neighboring districts have schools at the appropriate grade level that are not identified for improvement, your district must attempt to reach an agreement with them to accept students who may choose to transfer. If neighboring districts agree to accept students under this option, include an explanation in this letter.***

***\*\* Priority for transfer and free transportation is given to the lowest achieving students from low-income families.***



## Sample Letter for Parents of Low-Income Students: Supplemental Educational Services

(Date)

Dear (Parent):

In a recent letter dated (date), you were notified that (ABC School) is identified for (continuing improvement, corrective action, or restructuring) under the federal law, *No Child Left Behind*, because our school has not met adequate yearly progress for (three, four, or five) consecutive years. As a requirement for receiving federal funds, our district is required to offer parents the following options:

**Option 1:** Transfer their child to another public school.

**Option 2:** Obtain supplemental educational services, if their child is eligible.

Parents may select one of these options, but not both. The transfer option was described in the previous letter. The purpose of this letter is to inform parents of eligible students about the option for supplemental educational services.

Supplemental educational services provides additional academic instruction outside the regular school day. These services must be obtained from a provider that has been approved by the State. Information on the providers available in our area is included on the attached sheet.

Please be aware that if funds are not sufficient to provide supplemental educational services for all eligible students who are interested in this option, priority will be given to students with the greatest academic need. Our district will determine academic need based on (indicate criteria).

The law does not require districts to provide transportation to or from the site where the services are provided. Transportation is the parent's responsibility. (If district chooses to provide transportation, include relevant information here.)

If you are interested in obtaining supplemental educational services for your child or you have questions regarding your child's eligibility, please contact (include name and contact information) by (include date). The district will determine if your child meets the selection criteria and will notify you by (date). If your child qualifies for these services, you will be asked to select a provider from the attached list. Upon request, (contact person) is available to assist you in deciding which provider best meets your child's needs.

Once you have selected the provider, (contact person) will contact you to schedule a meeting with you and the service provider. The purpose of this meeting is to establish an agreement with the provider that includes academic goals for your child, a timetable for improving achievement, methods of reporting progress, and other relevant information. Your involvement in this process is required to initiate these services. If you are unable to attend the meeting, please call (contact person) to discuss your goals for your child.

Sincerely,

School Principal

Attachment (*Attach a list of accessible providers along with a brief description of the services, qualifications, and evidence of effectiveness of each provider.*)

## Worksheet: District Title I Schools Set Aside

1. District Title I Allocation .....	A
2. Highly Qualified Set Aside ..... <i>5% minimum set aside unless less is needed</i>	B
3. Homeless Set Aside ..... <i>Sufficient funds to provide comparable Title I services to homeless students in non-Title I schools. District may determine the amount.</i>	C

Complete Steps 4a and 4b ONLY if district has a school(s) in Phase(s) One-Five.

<b>4a. Transportation (Transfer Option) and/or Supplemental Educational Services (SES) Set Aside</b> <i>District must set aside an amount equal to 20% of the district's total allocation for transportation related to the transfer option, supplemental educational services, or a combination of both transportation and SES.</i>	
Transportation set aside must be greater than or equal to 5% .....	A x _____ % = _____
SES set aside must be greater than or equal to 5% .....	A x _____ % = _____ D
TOTAL set aside must equal 20% .....	A x _____ 20% = _____ E
<i>(Leave blank if using funds other than Title I)</i>	
<b>4b. Title I funds beyond the minimum that will be used AT DISTRICT'S OPTION for transportation and/or supplemental services:</b>	
Additional Amount for Transportation: .....	F
Additional Amount for SES: .....	G
<b>5. Total set asides for highly qualified, homeless, transportation and supplemental educational services: .....</b>	
<b>(B+C+E+F+G) = _____ H</b>	
<b>6. Title I Balance of Allocation: .....</b>	
<b>(A – H) = _____ I</b>	

### NOTES

**Transfer Option:** Open to all students; priority given to lowest achieving students from low-income families.

**SES:** Only for students from low-income families; priority given to lowest achieving students.

**Title I balance (letter I):** Will be allocated using the "Title I School Selection and Allocation Worksheet," beginning at Step 6. The process to determine the maximum supplemental services amount per student is on page 2, which should be completed by districts with a school(s) in Phase(s) Two-Five.

**Worksheet:**  
**Determining Maximum Supplemental Education Services (SES) Per Student**

1. District Title I Allocation .....	_____ A
2. District Title I Census Poverty Count or Equated Census Poverty Count for PSAs: .....	_____ a
<i>Reference MDE website, Title I, Part A Allocations</i>	
3. Per Student Maximum Amount for SES .....	$A \div a$ _____ b
4. Total SES Set Aside .....	_____ c
<i>From page 1: D + G</i>	
5. Estimated Number of Students Served by Set Aside Amount.....	$c \div b$ _____ d*

\* Letter to describe availability of supplemental services should be sent to low income families. If the number of students exceeds the estimated number “d”, the lowest performing students are given preference over the higher performing students.



NO CHILD LEFT BEHIND ACT  
Adequate Yearly Progress  
Technical Assistance/Reporting Packet

PHASE FIVE  
*Implementation of Restructuring Plan*

## Phase Five Reporting

**To be completed and submitted to MDE no later than October 29, 2004.**

District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

The following requirements apply to:

- Schools newly entering Phase Five based on 2003-04 AYP results

### Phase Five Checklist

- ☐ District met set aside requirement for transportation costs related to the transfer option and for supplemental educational services
- ☐ Date of notice to public regarding AYP phase status: \_\_\_\_\_
- ☐ Letter sent to all parents regarding identification, transfer option and supplemental educational services (*attach copy of letter*)
- ☐ Letter sent to parents of low income students regarding supplemental educational services (*attach copy of letter*)

**Indicate which of the following restructuring actions is/are being implemented (attach rationale for each action selected):**

- ☐ Close the school and re-open it as a charter school
- ☐ Replace all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress
- ☐ Turn the school's operation over to private management company with a demonstrated record of effectiveness
- ☐ Appoint/employ an independent "turn-around specialist"
- ☐ Appoint a Governing Board to oversee the school
- ☐ Close the school and re-open it as a completely restructured school of choice within district governance
- ☐ Use an external research-based reform model that addresses the issues of alternative governance
- ☐ Appoint a new principal
- ☐ Suspend the office of the principal
- ☐ Other major restructuring of the school's governance arrangement (for clarification of other restructuring options, please review the guidelines included in the Phase Five Technical Assistance Packet)

## Phase Five Mandatory Steps

### Set Aside Funds for Transportation and Supplemental Educational Services

- Set aside an amount equal to 20% of the district's Title I allocation for transportation costs associated with the transfer option and for supplemental educational services.
- Set aside may come from the Title I allocation or other funds.
- Upon meeting all demands for transportation and supplemental educational services (SES), the district may reallocate any remaining set aside funds.

### Notify Public

- Provide notification to the public that the school is identified for implementation of the restructuring plan.
- Describe what the school is doing to address the problem of low achievement.
- Describe what the district or State is doing to help the school address the achievement problem.

### Send Letter to Parents

- Mail or email letter directly to the parent(s) of each student by the beginning of the 2004-2005 school year.
- Provide in an understandable and uniform format.
- Write the letter, to the extent practicable, in a language or languages that parent(s) of each student enrolled in the school can understand.
- Letter must contain:
  - What the identification for implementation of the restructuring plan means.
  - Comparison of the school, in terms of academic achievement, to other schools in the district and the State.
  - The reasons for the identification.
  - A description of what the school is doing to address the problem of low achievement.
  - A description of the specific restructuring action(s) that will be taken.
  - A description of what the district or State is doing to help the school address the achievement problem.
  - Information about how the parents can become involved in addressing the academic issues that caused the school to be identified for implementation of the restructuring plan.
  - Specific details regarding the parents' right to transfer their student to another public school, including:
    - A list of available school(s) not identified for improvement.
    - Notice that transportation will be provided subject to certain cost limitations.
    - The academic achievement record of the school(s) to which the student may transfer.
    - Other information to help parents decide which school(s) would be best for their student(s).
  - Notice that SES may be available to eligible students remaining in the school.

## **Phase Five Mandatory Steps (continued)**

### **Continue Transfer Option**

- Provide all students enrolled in the school the option to transfer to another school not identified in Phases One-Five.
- If possible, provide parent(s) a choice of more than one school to transfer their student(s).
- If all schools served by the district to which a student may transfer are identified in Phases One-Five, the district or Public School Academy (PSA) shall attempt to establish a cooperative transfer agreement with other districts or PSAs in the area. Documentation (e.g., letters and/or meeting minutes) must be maintained to verify such efforts.
- Provide transportation, up to limit of resources as determined by NCLB requirements.
- Give priority for transportation to lowest-achieving students from low-income families.
- Students may remain in that school of choice until the student has completed the highest grade in the school.
- The district must continue to provide transportation for students electing to transfer schools until the student's original school has returned to Phase Zero.

### **Continue to Provide Supplemental Educational Services**

- Notify parents of eligible students that supplemental educational services are available.
- Mail or email notice directly to the parent(s) of each eligible student.
- Provide notice in an understandable and uniform format.
- Write the notice, to the extent practicable, in a language or languages the parent(s) of each student enrolled in the school can understand.
- Notice must contain:
  - Identity of each approved provider within the district's geographic location or reasonably accessible.
  - A brief description of the services, qualifications, and evidence of effectiveness of each provider.
  - A description of the procedures and timelines that parents must follow in selecting a provider.
  - Information on how the district will set priorities in order to determine which eligible students will receive services, if the district anticipates it will not have sufficient funds to serve all eligible students.
- If requested, help parents select a supplemental educational service provider.
- District enters into an agreement with supplemental educational services providers.  
Agreement must contain:
  - Specific achievement goals for the student developed in consultation with the student's parents.
  - Description of how the student's progress will be measured.
  - Description of how the student's parents and teachers will be regularly informed of the student's progress.
  - Timetable for improving achievement.
  - Provision for termination of the agreements if provider is unable to meet the goals and timetables.
  - Method of payment for the services.
  - Provision to protect the identity of any student eligible for, or receiving, supplemental educational services.
  - Assurance that supplemental educational services will be provided consistent with applicable health, safety, and civil rights laws.
- Provisions of the agreement must be consistent with individualized education program under IDEA or Section 504.
- Ensure that eligible limited English proficient students receive appropriate supplemental educational services and language assistance in the provision of those services.

## **Phase Five Mandatory Steps** *(continued)*

### **Implement Restructuring Plan**

- Implement at least one of the following alternative governance options:
  - Close the school and re-open it as a charter school.
  - Replace all or most of the school staff (which may include the principal) who are relevant to the failure to make adequate yearly progress.
  - Turn the school's operation over to a private management company with a demonstrated record of effectiveness.
  - Implement any other major restructuring of the school's governance arrangement that makes fundamental reforms and leads to improved student achievement:
    - Appoint/employ an independent “turn-around specialist.”
    - Appoint a Governing Board to oversee the school.
    - Close the school and re-open it as a completely restructured school of choice within district governance.
    - Use an external research-based reform model that addresses the issue of alternative governance.
    - Appoint a new principal.
    - Suspend the office of the principal.
    - Other major restructuring of the school's governance arrangement.
- Make other arrangements as necessary to implement the alternative governance restructuring plan.



# *Guidelines for Other Restructuring Options*

The Michigan Department of Education has developed the following guidelines for the other restructuring options allowed under NCLB:

## **1. Appoint/employ an independent “turn-around” specialist for the school.**

This person would have some limited powers over the school, e.g., in decisions regarding curriculum, staff development, decision-making process, school improvement plan, etc.

Powers of this specialist could be determined by:

- **The state**—if specialist is state-appointed and the school/district was required or volunteered to accept a state-appointed specialist.
- **The local board of education**—if specialist is a district decision and the specialist would report to the school board.

## **2. Appoint a Governing Board to oversee the school.**

Establish a Governing Board to oversee the school, with representatives of the teachers, administration, parents, business and community leaders. Have the local board of education grant the Governing Board some degree of autonomy in pursuing an aggressive improvement plan.

Establish a sunset date for the governing board to cease to exist, and hold that board accountable for student achievement within that time.

## **3. Close the school and reopen as a completely restructured school of choice within the governance of the school district.**

The school would need to identify itself specifically by what it would be able to offer students in terms of academic programs and expected performance, e.g., a focus school where a specific approach to learning is implemented on a schoolwide basis. This option would require a state appointed monitor/coach to assist the school in developing its focus, mission, goals, and operational structure. Monitors/Coaches would be funded by the district and/or school using Title I funds and would be on contract for no less than 100 school days (may include summer work with staff).

## **4. Use an external research-based reform model that addresses the issue of alternative governance.**

Model must include alternative governance approaches and schoolwide instructional reform, not merely a change in curricular materials. Examples are available through [www.nwrel.org](http://www.nwrel.org) Catalogue of Reform Models—Whole School.

## **5. Appoint a new principal.**

Plan must include rationale that explains how this change in governance will lead to fundamental reforms and to improved student achievement.

## **6. Suspend the office of the principal.**

Have the central office take over the administration of the school through the appointment of a central office administrator to temporarily govern the school.

## Sample Letter for ALL Parents: Notice of Identification, Transfer Option, and Supplemental Educational Services

(Date)

Dear (Parent):

(ABC School) has always worked to provide our students with a positive educational experience. This is evidenced by (discuss current initiatives in place at this school).

Our district receives funding from many resources, one of which is Title I, Part A, a grant provided by the federal government through the recent legislation, *No Child Left Behind*. As a requirement for receiving funds under this program, each school must meet the guidelines for adequate yearly progress (AYP) in each subject area using a system approved by the Michigan State Board of Education. AYP is based upon the state assessments known as MEAP, attendance, and test participation rate.

(ABC School) did not make AYP for six consecutive years and has been identified for implementation of the restructuring plan. The AYP results for our school indicate that we need to strengthen achievement in the areas of (list subjects identified for improvement). The scores of students in our school as compared to other schools in the district and the state average are as follows. (Brief statement or chart showing these scores and how they compare to the State average.)

In light of this finding, our school will be taking the following steps toward improving our status: (list initiatives, including district and state initiatives, if applicable).

As part of the *No Child Left Behind* legislation, you may have the option of transferring your child who attends this school to a school that is not identified for improvement based on AYP.\* The available schools are (insert the names of the schools not identified for improvement). (Data on academic achievement must be included for the school identified for improvement as well as the schools that are not identified to assist parents with this decision.) If you choose the transfer option, your child may qualify for free transportation. The qualification criteria are established by federal law.\*\* If you would like to know more about the option to transfer your child from (ABC School), please contact (identify person and provide telephone number) no later than (give date thirty days from date of this letter).

Students who do not choose the transfer option may be eligible to receive supplemental educational services. These services are additional academic instruction provided outside of the regular school day. Parents of eligible students will receive a separate letter explaining this option in more detail.

As a school community, we invite you to join us in this opportunity to grow and create positive changes for our staff, students and parents. As a parent you can help the school increase our students' performance by: (insert list of parent involvement opportunities).

Sincerely,

School Principal

***\* If all schools at the appropriate grade level in your district are identified for improvement, the district must look at the data for its neighboring districts. If neighboring districts have schools at the appropriate grade level that are not identified for improvement, your district must attempt to reach an agreement with them to accept students who may choose to transfer. If neighboring districts agree to accept students under this option, include an explanation in this letter.***

***\*\* Priority for transfer and free transportation is given to the lowest achieving students from low-income families.***

## Sample Letter for Parents of Low-Income Students: Supplemental Educational Services

(Date)

Dear (Parent):

In a recent letter dated (date), you were notified that (ABC School) is identified for (continuing improvement, corrective action, or restructuring) under the federal law, *No Child Left Behind*, because our school has not met adequate yearly progress for (three, four, or five) consecutive years. As a requirement for receiving federal funds, our district is required to offer parents the following options:

**Option 1:** Transfer their child to another public school.

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Parents may select one of these options, but not both. The transfer option was described in the previous letter. The purpose of this letter is to inform parents of eligible students about the option for supplemental educational services.

Supplemental educational services provides additional academic instruction outside the regular school day. These services must be obtained from a provider that has been approved by the State. Information on the providers available in our area is included on the attached sheet.

Please be aware that if funds are not sufficient to provide supplemental educational services for all eligible students who are interested in this option, priority will be given to students with the greatest academic need. Our district will determine academic need based on (indicate criteria).

The law does not require districts to provide transportation to or from the site where the services are provided. Transportation is the parent's responsibility. (If district chooses to provide transportation, include relevant information here.)

If you are interested in obtaining supplemental educational services for your child or you have questions regarding your child's eligibility, please contact (include name and contact information) by (include date). The district will determine if your child meets the selection criteria and will notify you by (date). If your child qualifies for these services, you will be asked to select a provider from the attached list. Upon request, (contact person) is available to assist you in deciding which provider best meets your child's needs.

Once you have selected the provider, (contact person) will contact you to schedule a meeting with you and the service provider. The purpose of this meeting is to establish an agreement with the provider that includes academic goals for your child, a timetable for improving achievement, methods of reporting progress, and other relevant information. Your involvement in this process is required to initiate these services. If you are unable to attend the meeting, please call (contact person) to discuss your goals for your child.

Sincerely,

School Principal

Attachment (*Attach a list of accessible providers along with a brief description of the services, qualifications, and evidence of effectiveness of each provider.*)

## Worksheet: District Title I Schools Set Aside

1. District Title I Allocation .....	A
2. Highly Qualified Set Aside ..... <i>5% minimum set aside unless less is needed</i>	B
3. Homeless Set Aside ..... <i>Sufficient funds to provide comparable Title I services to homeless students in non-Title I schools. District may determine the amount.</i>	C

Complete Steps 4a and 4b ONLY if district has a school(s) in Phase(s) One-Five.

<b>4a. Transportation (Transfer Option) and/or Supplemental Educational Services (SES) Set Aside</b> <i>District must set aside an amount equal to 20% of the district's total allocation for transportation related to the transfer option, supplemental educational services, or a combination of both transportation and SES.</i>	
Transportation set aside must be greater than or equal to 5% .....	A x _____% = _____
SES set aside must be greater than or equal to 5% .....	A x _____% = _____ D
TOTAL set aside must equal 20% .....	A x _____20% = _____ E
<i>(Leave blank if using funds other than Title I)</i>	
<b>4b. Title I funds beyond the minimum that will be used AT DISTRICT'S OPTION for transportation and/or supplemental services:</b>	
Additional Amount for Transportation: .....	F
Additional Amount for SES: .....	G
<b>5. Total set asides for highly qualified, homeless, transportation and supplemental educational services: .....</b>	
<b>(B+C+E+F+G) = _____ H</b>	
<b>6. Title I Balance of Allocation: .....</b>	
<b>(A – H) = _____ I</b>	

### NOTES

**Transfer Option:** Open to all students; priority given to lowest achieving students from low-income families.

**SES:** Only for students from low-income families; priority given to lowest achieving students.

**Title I balance (letter I):** Will be allocated using the "Title I School Selection and Allocation Worksheet," beginning at Step 6. The process to determine the maximum supplemental services amount per student is on page 2, which should be completed by districts with a school(s) in Phase(s) Two-Five.

**Worksheet:**  
**Determining Maximum Supplemental Education Services (SES) Per Student**

1. District Title I Allocation .....	_____ A
2. District Title I Census Poverty Count or Equated Census Poverty Count for PSAs: .....	_____ a
<i>Reference MDE website, Title I, Part A Allocations</i>	
3. Per Student Maximum Amount for SES .....	$A \div a$ _____ b
4. Total SES Set Aside .....	_____ c
<i>From page 1: D + G</i>	
5. Estimated Number of Students Served by Set Aside Amount.....	$c \div b$ _____ d*

\* Letter to describe availability of supplemental services should be sent to low income families. If the number of students exceeds the estimated number “d”, the lowest performing students are given preference over the higher performing students.



NO CHILD LEFT BEHIND ACT  
**Adequate Yearly Progress**  
**Technical Assistance/Reporting Packet**



## **Legislation**

<http://www.ed.gov/policy/elsec/leg/esea02/index.html>

## **Regulations**

<http://www.ed.gov/legislation/FedRegister/finrule/2002-4/120202a.html>

## **LEA and School Improvement Guidance**

<http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>

## **Public School Choice Guidance**

<http://www.ed.gov/policy/elsec/guid/schoolchoiceguid.doc>

## **Supplemental Educational Services Guidance**

<http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc>

- *Sample Supplemental Educational Services Contract*
- *Sample Parent Request for Tutorial Services*
- *Sample Individual Supplemental Services Agreement (ISSA)*